**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: First Grade** | | | **Date(s)**: |
| **Unit Title:**  Unit 1-Count to 120 | | | | **Corresponding Unit Task:**  **Task 1** | | |
| **Essential Question(s):**  **Why is counting helpful for us?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **“The Place Value Apartment” book**  [**Math APlaceValueStory.pdf**](file:///C:\Documents%20and%20Settings\Mommy\Local%20Settings\Temp\Math%20APlaceValueStory.pdf)  **Blank ten frames**  **Paper**  **Paper chains**  **Blank 120 boards**  <http://www.k-5mathteachingresources.com/support-files/missingnumbers20-50.pdf>  **Vocabulary cards** | | **Student:**  **Ten frames**  **Counters**  **“The Place Value Apartment” book**  **Pencil**  **Paper**  **Paper chains**  **Glue / tape**  **Blank 120 boards** | | | **tens**  **ones**  **bundle**  **one-digit number**  **two-digit number**  **left-overs**  **singles**  **group**  **digit**  **\*Use Frayer Model and Vocabulary cards provided**  **by C&I.** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**  **1.NBT.2a. Understand that two digits of a two digit number represents amounts of tens and ones.** | | | | | |
| **I Can Statement(s):**  **I can count to 120 starting from any number.**  **I can read and write numbers up to 120.**  **I can understand that two-digit numbers are made of tens and ones.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read “The Place Value Apartments” book. Talk about counting then practice counting as a whole group. Read the book to the students and discuss. | | | | | |
| **Teacher Directed:**  **Introduce vocabulary words using word cards and Frayer model.** Tell your students as they are gathered together in your class meeting area that they will be working together in teams to create a "120 caterpillar" using strips of construction paper. Tell them that each team will be responsible for making two chains of ten links each, and then you will gather together to connect those chains into a caterpillar with 120 links. Ask your students how many groups of ten they think they will need to make a chain with 120 links. If this is a new concept to your students, you will definitely want to show them visually on your white board or chalkboard that ten groups of ten make 120. If you have a 120s chart in your room, you can notice with your students that each row has ten numbers in it, that there are ten rows of numbers, and that the last number on the chart is 120. Have available some strips of paper and glue so that you can model for the children how to make a loop of paper, hold the glued edges until they stick, and then thread another paper through to make the next link in the chain. Tell your students that they will be working in their table groups to make chains of ten links.  If you have five tables in your room, ask each table group to make two chains of ten links. You will need to reorganize the groups as you see fit if your students' normal seating is arranged differently. When each group has made two chains of ten links, invite all your students back to the meeting area to assemble your caterpillar. | | | | | |
| **Guided Practice:** Have your students sit in a circle with the chains of ten links in the center. Ask volunteers to come up one by one and attach each chain to another. You will want to have glue available so that children are able to unfasten one link and re-glue it around the next chain. When all the chains have been attached, you can add eyes and antennae to one of the end links with marker. To celebrate your hard work, count the links all together. It may be that they don't all add up to 120--this is not a problem, but another learning opportunity! Figure out together if you need to add on or take away links in order to have a chain of 120. When you have finished, display your "120 caterpillar" in your room! | | | | | |
| **Independent Practice:**  Have studentsfill in tens frames to 120 and show their work. Then count aloud to teacher. Complete vocabulary notebook. | | | | | |
| **Closing/Summarizing Strategy:**  Have all students count to 120 then call out numbers and have students begin at the number called out and continue to 120. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Give students a blank 120 board and have students fill in the missing blanks from 1-120. | | | Give students a tens frame and allow them to count the dots to see 10, increasing up to 20, 40, etc. | | | Complete vocabulary notebook and discuss the words.  Listen to students count as high as they can. Let them show you where certain numbers go on the hundreds board. |
| **Assessment(s):** Have 120’s boards with some blocks empty. Make a number bingo out of the boards. Have 10s, 20s,40s, 50s, and 120s boards each with numbers missing. Call out numbers, let students cover the numbers until card is covered and all missing numbers are filled in by students.  <http://www.k-5mathteachingresources.com/support-files/missingnumbers20-50.pdf> | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |